

Curriculum statement for the teaching and learning of Art

Intent	At Burlington CE School, we believe that high-quality Art lessons will inspire children to think innovatively and develop creative procedural understanding. Our Art curriculum provides children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textile's, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. Children will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. As pupils progress, they should be able to think critically and develop a more rigorous understanding of what Art is. Children will learn how Art can contribute to the culture and express their personal creativity. We aim to stimulate creativity and develop a love of art through self-expression. We also encourage this for pupils who find it difficult to access other areas of the curriculum, broadening their opportunities for success by expressing themselves freely.		
Underpinned by	The teaching of skills	The application of skills	Vocabulary
	Children will produce creative work, exploring their ideas and recording their experiences. The children will be taught to become proficient in drawing, painting, sculpture and other art, craft and design techniques. Children will be encouraged	Pupils are given regular opportunities to apply the skills that they have been taught to support their learning in our other curriculum subjects when appropriate.	Pupils will understand and use appropriate topic vocabulary, including that associated with Art and Design. For example: sketch, hue, tone and shade. This will be influenced from the relevant CUSP topic and the knowledge note which goes with each topic.

Implementation	Curriculum Approach To ensure high standards of teaching and learning in Art, we implement CUSP curriculum which is progressive throughout the whole school, setting a firm foundation from the beginning of their Art journey on which their curriculum can be built upon and expanded as they go through the years. The curriculum provides a broad framework and outlines the knowledge and skills taught in each year group. Teachers plan lessons for their class using our LTP which has a 3-year rolling in order to ensure all pupils are delivered a fair and differentiated curriculum. Teachers can use the LTP and CUSP plans to plan their art lessons suitable to their target year group and link it in with other curriculum areas where appropriate. The LTP document ensures the curriculum is covered and the skills/knowledge taught is progressive from	Local Context At Burlington CE School, we provide a variety of opportunities for art and design learning to take place inside and outside the classroom. We use local buildings and the local landscapes to inspire our art work throughout the school and investigate art inspired by the Lake District. Educational visits are another opportunity for the teachers to plan for additional Art opportunities, letting what we experience and see influence our work. Our grounds and outdoor learning area are often used when planning for lessons and Forest School woods are also another place, we take inspiration from. We try to involve local artists and let them inspire our learning. Hannah Willets visited school to run workshops with the children and we hope to continue to invite Hannah in as well as other local artists.	SMSC Children will develop their knowledge and understanding of artist's ideas and concepts and begin to identify how meanings and emotions are conveyed through art. In each year group, children will be exposed to a wide variety of cultures and their use of Art for example class 2 learn about the Mandal and its use for meditation within Hinduism and Buddhism. Students work is celebrated throughout the school and is to be displayed in many areas across classrooms, art galleries and corridors. The Artist Award is awarded half termly and displayed in the hall.
	Sharing work Pupils work in Art is recorded in sketch books that follow them through school which can be shared with other children and teachers. Knowledge notes and key vocabulary are placed at the start of each topic and informs teaching for the topic. An end product for each topic is produced separately or photocopied to create displays. Art work is shown in assemblies, as part of competitions and is celebrated in our Art		
	Resources Pupils at Burlington are incredibly fortunate to benefit from a selection of Art and Design materials. A vast selection of materials is kept in a central store and are available for all year groups to access when required.	Thoughtful Questioning Questions woven through the planning for the units of work allow pupils to think deeply and logically about their work at hand. Pupils working towards the learning expectation are supported through careful questioning and peer support. This is supported by the topic's knowledge note.	Wider Opportunities Alongside our curriculum provision for art and design, we also provide all pupils with the opportunity to participate in the summer Art club led by Mrs. Lindhofer where children explore the school scenery and surrounding and allow it to inform their create

By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject of art programme of study.				
Impact	PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	BREADTH AND DEPTH
	Talking to pupils throughout the year groups show pupils' art across the curriculum. They take pride in creating their pieces and discussing the artists they have been learning about. When asked, pupils can talk about the artist and the skills they have used to create a piece of art.	Pupils understand where their knowledge fits into the outside world and why it is important to learn about artists and different techniques. Pupils are able to articulate themselves using acquired vocabulary from the art topics.	Pupils are able to apply their skills to produce final pieces of work and research different artists. Pupils are confident when explaining their work to people and their work is at an expected or greater standard.	Pupils have developed their ideas beyond the expected example for the end of unit product. Pupils are confident in explaining their thoughts and feelings about their work and are reflective about their working process.